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ABSTRACT

This survey is intended to measure student satisfaction with a wide range of college experience including academic services, campus support services, safety, effectiveness of instructors, campus climate, and responsiveness to diverse populations. Students rate each section by the importance of the expectation as well as their own personal satisfaction with the way that the expectation is being dealt with. Out of the 130 classrooms that were sampled at four different sites, there was a 79.2% response rate. The majority of the respondents were female (65.5%) as opposed to male (34.5%). The documents is divided into the following eight chapters: Introduction, survey demographic information, overall "strengths," overall "challenges," composite scales, satisfaction questions, and items ranked by order of importance. The data concluded that the following are the top five concerns of students out of the ninety-five choices given: (1) Classes that are scheduled at a convenient time for students; (2) Excellent quality instruction for each course taken; (3) Students are able to register for classes easily; (4) The students are given a good variety of different courses to take on campus; and (5) Most of the faculty should be knowledgeable in their field. (Contains 17 tables.) (MZ)

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Community College of Rhode Island

Student Satisfaction Inventory Survey/Noel-Levitz

Administered November-December 2002

Introduction to the Survey
Survey Demographic Information
Overall "Strengths"
Overall "Challenges"
Twelve Composite Scales Summary
Composite Scales by Items
Overall Satisfaction Questions
Items Ranked by Order of Importance

Office of Institutional Research and Planning

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Community College of Rhode Island

Noel Levitz Student Satisfaction Inventory

Introduction

(From Noel-Levitz "About the Student Satisfaction Inventory" included with the CCRI Summary Report.)

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The Scales | Reliability and Validity | How to Interpret the Results

The Student Satisfaction Inventory measures students' satisfaction with a wide range of college experiences. Principles of consumer theory serve as the basis for the inventory's construction. Therefore, students are viewed as consumers who have a choice about whether to invest in education and where to enroll. In addition, students are seen as individuals who have definite expectations about what they want from their campus experience. From this perspective, satisfaction with college occurs when an expectation is met or exceeded by an institution.

Students rate each item in the inventory by the importance of the specific expectation as well as their satisfaction with how well that expectation is being met. A performance gap is then determined by the difference in the importance rating and the satisfaction rating. Items with large performance gaps indicate areas on campus where students perceive their expectations are not being met adequately.

Because the Student Satisfaction Inventory results in three different scores for each item, a significant amount of information is generated for institutional decision makers. Importance how satisfied students are that your institution has met the expectation (the higher the score, the more satisfied the student). Performance gap scores (importance rating minus satisfaction rating) show how well you are meeting the expectation overall. A large performance gap score for an item (e.g., 1.5) indicates that the institution is not meeting students' expectations, whereas a small or zero gap score (e.g., .50) indicates that an institution is meeting students' expectations, and a negative gap score (e.g., -.25) indicates that an institution is exceeding students' expectations. (Note added by CCRI: Importance and satisfaction are rated by using a seven-point Likert rating scale.)

In addition to the information provided by the three measurements for each item, inventory composite scales offer a "global" perspective of your students' responses. The scales provide a good overview of your institution's strengths and areas in need of improvement.

The Scales

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Community, Junior and Technical College Version and Career and Private School Version

For the community, junior and technical college and career and private school versions of the inventory, 70 items of expectation and 6 items that assess the institution's commitment to specific student populations are analyzed statistically and conceptually to provide the following 12 composite scales:

Academic Advising and Counseling Effectiveness assesses the comprehensiveness of your academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence and personal concern for student success, as well as on their approachability. (7 Items)

Academic Services accesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring and study areas. (7 Items)

Admissions and Financial Aid Effectiveness assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions

counselors, as well as the effectiveness and availability of financial aid programs. (6 Items)

Campus Climate assesses the extent to which your institution provides experiences that promote a sense of campus pride and feeling of belonging. This scale also assesses the effectiveness of your institution's channels of communication for students. (15 Items)

Campus Support Services assesses the quality of your support programs and services which students utilize to make their educational experience more meaningful and productive. This scale covers career services, orientation, child care, and special programs such as Veterans' Services and support services for displaced homemakers. (7 Items)

Concern for the Individual assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors counselors) are included in this assessment. (5 Items)

Instructional Effectiveness assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the variety of courses offered, the effectiveness of your faculty in and out of the classroom and the effectiveness of your adjunct faculty and graduate teaching assistants. (14 Items)

Registration Effectiveness assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible. (9 Items)

Responsiveness to Diverse Populations assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations, students with disabilities commuters, part-time students, and older, returning learners. (6 Items)

Safety and Security assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities. (5 Items)

Service Excellence assesses the attitude of staff toward students, especially front-line staff. This scale pinpoints the areas of your campus where quality, service and personal concern for students are rated most and least favorably. (9 Items)

Student Centeredness assesses your campus's efforts to convey to students attitude toward students and the extent to which they feel welcome and valued. (6 Items)

Some items on the inventory contribute to more that one scale. In addition, four items (numbers 3, 9 53 and 68) are not included in any of the two-year scales.

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Reliability and Validity

The Student Satisfaction Inventory is a very reliable instrument. Cronbach's coefficient alpha is .97 for the set of importance scores and is .98 for the set of satisfaction scores. It also demonstrates good score reliability over time; the three-week, test-retest reliability coefficient is .85 for importance scores and .84 for satisfaction scores.

There is also evidence to support the validity of the Student Satisfaction Inventory. Convergent validity was assessed by correlating satisfaction scores from the SSI with satisfaction scores from the College Student Satisfaction Questionnaire (CSSQ), another statistically reliable satisfaction instrument. The Pearson correlation between these two instruments ($r=.71$; $p<.00001$) is high enough to indicate that the SSI's satisfaction scores measure the same satisfaction construct as the CSSQ's scores, and yet the correlation is low enough to indicate that there are distinct differences between the two instruments.

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How to Interpret the Results

As you review the results, it is important to consider all of the information provided.

Three areas of measurement are especially significant: importance, satisfaction and performance gaps (the difference between importance and satisfaction). Focusing on only one area of measurement, such as performance gaps, is likely to result in overlooking areas of the campus experience that your students value most. A combination of scores provides the most dynamic information for institutions to consider when developing an action agenda.

Note added by CCRI: Along with each satisfaction mean, Noel-Levitz also reports a standard deviation or SD. This is a measure of variability. It gives you an indication of how spread out the survey responses are for each question. The larger the standard deviation, the more spread out are the response ratings. In normal distributions, 68% of all scores are expected to differ from the mean by no more than plus or minus one standard deviation; and 95% for plus or minus two standard deviations.

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Noel Levitz Student Satisfaction Inventory Survey

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Survey Demographic Information and CCRI Official Enrollment Percentages

Administered Nov.-Dec. 2002

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Survey Responses: 2,533
130 classrooms sampled
Four sites; 79.2% return rate

	Student Survey	CCRI Overall
Gender		
Female	65.5%	62.6%
Male	34.5%	37.4%
Total	**100.0%**	**100.0%**
Age		
18 and under	13.6%	10.5%
19 to 24	47.9%	43.3%
25 to 34	18.4%	22.4%
35 to 44	13.3%	15.3%
45 and over	6.9%	8.5%
Total	**100.0%**	**100.0%**
Ethnicity/Race		
African-American	6.2%	6.4%
American Indian/Alaskan Native	0.9%	0.6%
Asian or Pacific Islander	2.8%	2.3%
Caucasian/White	62.8%	61.0%
Hispanic	9.0%	8.5%
Other	6.5%	1.9%
Unknown -Prefer not to Respond and No Response	11.8%	19.3%
Total	**100.0%**	**100.0%**

	Student Survey
Educational Goal	
Associate Degree	51.6%
Vocational/Technical Program	1.0%
Transfer to Another Institution	33.7%
Certification (initial/renewal)	3.8%
Self-improvement/Pleasure	1.6%
Job-related Training	2.0%
Other Educational Goal	6.4%
Total	**100.0%**
Current GPA ("Self-Report")	
No Credits Earned	17.7%
1.99 or below	2.4%
2.0 - 2.49	11.5%
2.5 - 2.99	19.4%
3.0 - 3.49	27.4%
3.5 or above	21.5%
Total	**100.0%**
Years in Attendance Here	
1 Year or Less	46.1%
2 Years	33.8%

Note: Survey percents recalculated to include no

responses/ unknowns in total

3 Years	11.1%
4 or More Years	9.0%
Total	**100.0%**

Current Enrollment Status

Day	65.6%	56.9%
Evening	32.0%	40.3%
Weekend	2.4%	2.8%
Total	**100.0%**	**100.0%**

Employment (85% Employed!)

Full-time off campus	40.6%
Part-time off campus	39.3%
Full-time on campus	1.7%
Part-time on campus	3.2%
Not employed	15.2%
Total	**100.0%**

Current Class Load	**Student "Perception"**	**CCRI Overall**
Full-time	57.4%	33.5%
Part-time	42.6%	66.5%
Total	**100.0%**	**100.0%**

Site (Used Credit Hours of Four Sites for CCRI Overall)

Warwick	33.12%	45.1%
Lincoln	39.74%	35.6%
Providence	19.79%	16.9%
Newport Hospital	7.33%	2.4%
Total	**100.0%**	**100.0%**

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Community College of Rhode Island

Noel Levitz Student Satisfaction Inventory Survey

(Completed by 2,533 Students in November-December 2002)

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Strengths

Definition: Upper Half in Importance and Upper Quartile in Satisfaction

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Strengths (In Order of Importance)	Import	Satis / SD	CCRI Gap	National Gap
18. The quality of instruction I receive in most of my classes is excellent.	6.30	5.45 / 1.31	0.85	0.91
69. There is a good variety of courses provided on this campus.	6.21	5.34 / 1.51	0.87	0.84
58. Nearly all of the faculty are knowledgeable in their fields.	6.19	5.45 / 1.32	0.74	0.73
70. I am able to experience intellectual growth here.	6.13	5.40 / 1.38	0.73	0.70
31. The campus is safe and secure for all students.	6.12	5.26 / 1.34	0.86	0.84
80. The Campus Pipeline is a useful tool for students. **CCRI added item.**	6.12	5.73 / 1.43	0.39	
66. Program requirements are clear and reasonable.	6.11	5.22 / 1.43	0.89	0.81
61. Faculty are usually available after class and during office hours.	6.10	5.37 / 1.40	0.73	0.69
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.07	5.23 / 1.46	0.84	0.78
51. There are convenient ways of paying my school bill.	6.06	5.27 / 1.52	0.79	0.86
29. Faculty are fair and unbiased in their treatment of individual students.	6.05	5.18 / 1.44	0.87	0.99
75. Academic policies are easily understood. **CCRI added item.**	6.00	5.28 / 1.37	0.72	
14. Library resources and services are adequate.	5.99	5.31 / 1.39	0.68	0.77
68. On the whole, the campus is well-maintained.	5.99	5.23 / 1.43	0.76	0.51
34. Computer labs are adequate and accessible.	5.98	5.32 / 1.44	0.66	0.79
43. Class change (drop/add) policies are reasonable.	5.96	5.26 / 1.42	0.70	0.71
36. Students are made to feel welcome on this campus.	5.89	5.21 / 1.36	0.68	0.66
62. Bookstore staff are helpful.	5.85	5.32 / 1.44	0.53	0.61

Importance to me. . . . . .
7 very important
6 important
5 somewhat important
4 neutral
3 somewhat unimportant
2 not very important

. . . . . My level of satisfaction
7 very satisfied
6 satisfied
5 somewhat satisfied
4 neutral
3 somewhat dissatisfied
2 not very satisfied

1 not important at all **1 not satisfied at all**

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Challenges

Definition: Upper Half in Importance and Lower Quartile in Satisfation and/or 1.16 or Greater CCRI Gap

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Challenges (In Order of Importance)	Import	Satis / SD	CCRI Gap	National Gap
8. Classes are scheduled at times that are convenient for me.	6.40	5.17 / 1.64	1.23	1.10
15. I am able to register for classes I need with few conflicts.	6.25	5.09 / 1.61	1.16	1.05
24. Parking lots are well-lighted and secure.	6.10	4.70 / 1.74	1.40	1.17
39. The amount of student parking space on campus is adequate.	6.09	3.94 / 1.97	2.15	1.88
52. This school does whatever it can to help me reach my educational goals.	6.02	4.81 / 1.52	1.21	1.08
65. Students are notified early in the term if they are doing poorly in a class.	6.02	4.68 / 1.67	1.34	1.35
71. Assistance in choosing a major is readily available. **CCRI added item.**	6.02	4.80 / 1.63	1.22	
7. Adequate financial aid is available for most students.	5.97	4.57 / 1.75	1.40	1.15
32. My academic advisor is knowledgeable about my program requirements.	5.95	4.61 / 1.77	1.34	0.99
16. The college shows concern for students as individuals.	5.94	4.70 / 1.54	1.24	1.09
78. There are enough personnel available to meet student- advising needs. **CCRI added item.**	5.93	4.57 / 1.62	1.36	
6. My academic advisor is approachable.	5.92	4.64 / 1.77	1.28	0.87
76. Financial aid policies and procedures are clearly understood. **CCRI added item.**	5.92	4.70 / 1.63	1.22	
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.90	4.51 / 1.73	1.39	1.10
63. I seldom get the "run-around" when seeking information on this campus.	5.90	4.73 / 1.63	1.17	1.06

Importance to me. . . . . .
7 very important
6 important
5 somewhat important
4 neutral
3 somewhat unimportant
2 not very important
1 not important at all

. . . . . My level of satisfaction
7 very satisfied
6 satisfied
5 somewhat satisfied
4 neutral
3 somewhat dissatisfied
2 not very satisfied
1 not satisfied at all

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Student Satisfaction Inventory, 2-Year College

Institutional Summary

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Twelve Composite Scales

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	CCRI			Community College, Junior & Technical		
Scales (In Order of Importance)	**Import**	**Satis / SD**	**Gap**	**Import**	**Satis / SD**	**Gap**
Registration Effectiveness	6.06	5.15 / 1.04	0.91	6.10	5.27 / 1.04	0.83
Instructional Effectiveness	6.02	5.15 / 1.04	0.87	6.14	5.27 / 1.05	0.87
Academic Advising/Counseling	5.89	4.58 / 1.38	1.31	6.08	5.05 / 1.29	1.03
Concern for the Individual	5.89	4.83 / 1.19	1.06	6.04	5.09 / 1.19	0.95
Safety and Security	5.88	4.66 / 1.18	1.22	5.95	4.81 / 1.19	1.14
Academic Services	5.84	5.07 / 1.04	0.77	5.98	5.22 / 1.07	0.76
Admissions and Financial Aid	5.79	4.61 / 1.24	1.18	5.93	4.95 / 1.20	0.98
Service Excellence	5.76	4.91 / 1.05	0.85	5.88	5.09 / 1.06	0.79
Campus Climate	5.76	4.94 / 1.02	0.82	5.90	5.14 / 1.05	0.76
Student Centeredness	5.73	4.98 / 1.10	0.75	5.90	5.21 / 1.12	0.69
Campus Support Services	5.24	4.65 / 1.11	0.59	5.37	4.81 / 1.12	0.56
Responsiveness to Diverse Populations (not ranked)		5.30 / 1.23			5.33 / 1.23	

Note: See survey items used for each composite scale which follow this summary.
National norms from 286 schools from fall 1999 to spring 2002 (226,886 students)

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Twelve Composite Scales by Items

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Registration Effectiveness	Instructional Effectiveness	Academic Advising/ Counseling	Concern for the Individual
Safety and Security	Academic Services	Admissions and Financial Aid	Service Excellence
Campus Climate	Student Centeredness	Campus Support Services	Responsiveness to Diverse Populations

Registration Effectiveness

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
8. Classes are scheduled at times that are convenient for me.	6.40	5.17 / 1.64	1.23	6.41	5.31 / 1.57	1.10
15. I am able to register for classes I need with few conflicts.	6.25	5.09 / 1.61	1.16	6.31	5.26 / 1.56	1.05
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.07	5.23 / 1.46	0.84	6.10	5.32 / 1.42	0.78
5. The personnel involved in registration are helpful.	6.06	4.93 / 1.68	1.13	6.11	5.25 / 1.55	0.86
51. There are convenient ways of paying my school bill.	6.06	5.27 / 1.52	0.79	6.07	5.21 / 1.53	0.86
60. Billing policies are reasonable.	5.98	5.12 / 1.47	0.86	5.97	5.17 / 1.47	0.80
43. Class change (drop/add) policies are reasonable.	5.96	5.26 / 1.42	0.70	6.01	5.30 / 1.45	0.71
56. The business office is open during hours which are convenient for most students.	5.85	4.98 / 1.45	0.87	5.98	5.25 / 1.45	0.73
62. Bookstore staff are helpful.	5.85	5.32 / 1.44	0.53	5.94	5.33 / 1.53	0.61

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Safety and Security

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
31. The campus is safe and secure for all students.	6.12	5.26 / 1.34	0.86	6.23	5.39 / 1.36	0.84
24. Parking lots are well-lighted and secure.	6.10	4.70 / 1.74	1.40	6.09	4.92 / 1.68	1.17
39. The amount of student parking space on campus is adequate.	6.09	3.94 / 1.97	2.15	6.15	4.27 / 2.01	1.88
11. Security staff respond quickly in emergencies.	5.73	4.70 / 1.35	1.03	5.82	4.71 / 1.43	1.11
4. Security staff are helpful.	5.30	4.69 / 1.53	0.61	5.42	4.74 / 1.56	0.68

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Campus Climate

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
31. The campus is safe and secure for all students.	6.12	5.26 / 1.34	0.86	6.23	5.39 / 1.36	0.84
52. This school does whatever it can to help me reach my educational goals.	6.02	4.81 / 1.52	1.21	6.15	5.07 / 1.48	1.08
16. The college shows concern for students as individuals.	5.94	4.70 / 1.54	1.24	6.07	4.98 / 1.54	1.09
28. It is an enjoyable experience to be a student on this campus.	5.90	5.15 / 1.43	0.75	6.03	5.35 / 1.43	0.68
63. I seldom get the "run-around" when seeking information on this campus.	5.90	4.73 / 1.63	1.17	6.02	4.96 / 1.64	1.06
36. Students are made to feel welcome on this campus.	5.89	5.21 / 1.36	0.68	6.07	5.41 / 1.36	0.66
27. The campus staff are caring and helpful.	5.84	5.04 / 1.35	0.80	5.96	5.25 / 1.34	0.71
45. This institution has a good reputation within the community.	5.81	5.24 / 1.40	0.57	5.97	5.49 / 1.36	0.48
57. Administrators are approachable to students.	5.79	4.84 / 1.48	0.95	5.91	5.08 / 1.47	0.83
2. Faculty care about me as an individual.	5.75	5.08 / 1.46	0.67	5.91	5.27 / 1.41	0.64
67. Channels for expressing student complaints are readily available.	5.74	4.52 / 1.53	1.22	5.86	4.72 / 1.58	1.14
22. People on this campus respect and are supportive of each other.	5.66	4.98 / 1.39	0.68	5.82	5.11 / 1.38	0.71
59. New student orientation services help students adjust to college.	5.64	4.88 / 1.45	0.76	5.72	5.06 / 1.46	0.66
44. I generally know what's happening on campus.	5.28	4.63 / 1.46	0.65	5.43	4.74 / 1.50	0.69
1. Most students feel a sense of belonging here.	5.05	4.96 / 1.39	0.09	5.35	5.18 / 1.36	0.17

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Institutional Summary
Twelve Composite Scales

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Instructional Effectiveness

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
18. The quality of instruction I receive in most of my classes is excellent.	6.30	5.45 / 1.31	0.85	6.41	5.50 / 1.35	0.91
69. There is a good variety of courses provided on this campus.	6.21	5.34 / 1.51	0.87	6.27	5.43 / 1.45	0.84
58. Nearly all of the faculty are knowledgeable in their fields.	6.19	5.45 / 1.32	0.74	6.28	5.55 / 1.33	0.73
70. I am able to experience intellectual growth here.	6.13	5.40 / 1.38	0.73	6.25	5.55 / 1.34	0.70
66. Program requirements are clear and reasonable.	6.11	5.22 / 1.43	0.89	6.20	5.39 / 1.37	0.81
61. Faculty are usually available after class and during office hours.	6.10	5.37 / 1.40	0.73	6.16	5.47 / 1.40	0.69
29. Faculty are fair and unbiased in their treatment of individual students.	6.05	5.18 / 1.44	0.87	6.20	5.21 / 1.50	0.99
65. Students are notified early in the term if they are doing poorly in a class.	6.02	4.68 / 1.67	1.34	6.13	4.78 / 1.67	1.35
46. Faculty provide timely feedback about student progress in a course.	5.95	5.10 / 1.43	0.85	6.09	5.16 / 1.46	0.93
23. Faculty are understanding of students' unique life circumstances.	5.92	4.94 / 1.51	0.98	6.05	5.04 / 1.53	1.01
37. Faculty take into consideration student differences as they teach a course.	5.85	4.98 / 1.43	0.87	6.02	5.08 / 1.46	0.94
54. Faculty are interested in my academic problems.	5.82	4.80 / 1.50	1.02	5.96	5.03 / 1.46	0.93
64. Nearly all classes deal with practical experiences and applications.	5.82	5.08 / 1.37	0.74	6.02	5.28 / 1.36	0.74
2. Faculty care about me as an individual.	5.75	5.08 / 1.46	0.67	5.91	5.27 / 1.41	0.64

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Academic Services

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
14. Library resources and services are adequate.	5.99	5.31 / 1.39	0.68	6.11	5.34 / 1.48	0.77
34. Computer labs are adequate and accessible.	5.98	5.32 / 1.44	0.66	6.13	5.34 / 1.52	0.79
42. The equipment in the lab facilities is kept up to date.	5.90	5.07 / 1.43	0.83	6.10	5.20 / 1.48	0.90
21. There are a sufficient number of study areas on campus.	5.79	4.92 / 1.60	0.87	5.85	5.17 / 1.52	0.68
55. Academic support services adequately meet the needs of students.	5.76	4.82 / 1.42	0.94	5.87	5.05 / 1.37	0.82
26. Library staff are helpful and approachable.	5.73	5.14 / 1.40	0.59	5.88	5.30 / 1.45	0.58
50. Tutoring services are readily available.	5.67	4.89 / 1.46	0.78	5.88	5.16 / 1.48	0.72

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Student Centeredness

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
16. The college shows concern for students as individuals.	5.94	4.70 / 1.54	1.24	6.07	4.98 / 1.54	1.09
28. It is an enjoyable experience to be a student on this campus.	5.90	5.15 / 1.43	0.75	6.03	5.35 / 1.43	0.68
36. Students are made to feel welcome on this campus.	5.89	5.21 / 1.36	0.68	6.07	5.41 / 1.36	0.66
27. The campus staff are caring and helpful.	5.84	5.04 / 1.35	0.80	5.96	5.25 / 1.34	0.71
57. Administrators are approachable to students.	5.79	4.84 / 1.48	0.95	5.91	5.08 / 1.47	0.83
1. Most students feel a sense of belonging here.	5.05	4.96 / 1.39	0.09	5.35	5.18 / 1.36	0.17

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Academic Advising/Counseling

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
52. This school does whatever it can to help me reach my educational goals.	6.02	4.81 / 1.52	1.21	6.15	5.07 / 1.48	1.08
32. My academic advisor is knowledgeable about my program requirements.	5.95	4.61 / 1.77	1.34	6.22	5.23 / 1.63	0.99
6. My academic advisor is approachable.	5.92	4.64 / 1.77	1.28	6.16	5.29 / 1.60	0.87
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.90	4.51 / 1.73	1.39	6.07	4.97 / 1.62	1.10
25. My academic advisor is concerned about my success as an individual.	5.84	4.37 / 1.75	1.47	6.05	4.93 / 1.68	1.12
48. Counseling staff care about students as individuals.	5.84	4.72 / 1.55	1.12	5.97	5.02 / 1.52	0.95
12. My academic advisor helps me set goals to work toward.	5.77	4.39 / 1.78	1.38	5.92	4.86 / 1.68	1.06

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Admissions and Financial Aid

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
41. Admissions staff are knowledgeable.	6.00	4.92 / 1.50	1.08	6.07	5.22 / 1.42	0.85
7. Adequate financial aid is available for most students.	5.97	4.57 / 1.75	1.40	6.11	4.96 / 1.72	1.15
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.78	4.34 / 1.70	1.44	5.93	4.65 / 1.69	1.28
49. Admissions counselors respond to prospective students' unique needs and requests.	5.77	4.65 / 1.50	1.12	5.87	4.98 / 1.45	0.89
20. Financial aid counselors are helpful.	5.73	4.50 / 1.66	1.23	5.95	4.88 / 1.67	1.07
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.41	4.62 / 1.42	0.79	5.65	4.94 / 1.40	0.71

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
47. There are adequate services to help me decide upon a career.	5.87	4.81 / 1.50	1.06	5.98	5.04 / 1.46	0.94
59. New student orientation services help students adjust to college.	5.64	4.88 / 1.45	0.76	5.72	5.06 / 1.46	0.66
30. The career services office provides students with the help they need to get a job.	5.58	4.61 / 1.33	0.97	5.79	4.86 / 1.42	0.93
38. The student center is a comfortable place for students to spend their leisure time.	5.40	4.72 / 1.46	0.68	5.54	5.00 / 1.49	0.54
19. This campus provides effective support services for displaced homemakers.	4.87	4.46 / 1.25	0.41	4.96	4.60 / 1.30	0.36
10. Child care facilities are available on campus.	4.56	4.64 / 1.41	-0.08	4.55	4.35 / 1.58	0.20
17. Personnel in the Veterans' Services program are helpful.	4.36	4.24 / 1.19	0.12	4.53	4.45 / 1.27	0.08

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Concern for the Individual

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
29. Faculty are fair and unbiased in their treatment of individual students.	6.05	5.18 / 1.44	0.87	6.20	5.21 / 1.50	0.99
16. The college shows concern for students as individuals.	5.94	4.70 / 1.54	1.24	6.07	4.98 / 1.54	1.09
25. My academic advisor is concerned about my success as an individual.	5.84	4.37 / 1.75	1.47	6.05	4.93 / 1.68	1.12
48. Counseling staff care about students as individuals.	5.84	4.72 / 1.55	1.12	5.97	5.02 / 1.52	0.95
2. Faculty care about me as an individual.	5.75	5.08 / 1.46	0.67	5.91	5.27 / 1.41	0.64

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Service Excellence

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
5. The personnel involved in registration are helpful.	6.06	4.93 / 1.68	1.13	6.11	5.25 / 1.55	0.86
63. I seldom get the "run-around" when seeking information on this campus.	5.90	4.73 / 1.63	1.17	6.02	4.96 / 1.64	1.06
62. Bookstore staff are helpful.	5.85	5.32 / 1.44	0.53	5.94	5.33 / 1.53	0.61
27. The campus staff are caring and helpful.	5.84	5.04 / 1.35	0.80	5.96	5.25 / 1.34	0.71
57. Administrators are approachable to students.	5.79	4.84 / 1.48	0.95	5.91	5.08 / 1.47	0.83
67. Channels for expressing student complaints are readily available.	5.74	4.52 / 1.53	1.22	5.86	4.72 / 1.58	1.14
26. Library staff are helpful and approachable.	5.73	5.14 / 1.40	0.59	5.88	5.30 / 1.45	0.58
22. People on this campus respect and are supportive of each other.	5.66	4.98 / 1.39	0.68	5.82	5.11 / 1.38	0.71
44. I generally know what's happening on campus.	5.28	4.63 / 1.46	0.65	5.43	4.74 / 1.50	0.69

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Responsiveness to Diverse Populations

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Item	CCRI			Community College, Junior & Technical		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
81. Institution's commitment to part-time students?		5.41 / 1.40			5.45 / 1.37	
82. Institution's commitment to evening students?		5.39 / 1.41			5.33 / 1.44	
83. Institution's commitment to older, returning learners?		5.36 / 1.37			5.42 / 1.37	
84. Institution's commitment to under-represented populations?		5.16 / 1.35			5.21 / 1.35	
85. Institution's commitment to commuters?		5.21 / 1.45			5.21 / 1.44	
86. Institution's commitment to students with disabilities?		5.23 / 1.40			5.33 / 1.40	

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Overall Satisfaction Questions

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Item	CCRI Satis / SD	Community College, Junior & Technical Satis / SD
So far, how has your college experience met your expectations?	4.59 / 1.23	4.64 / 1.26
Rate your overall satisfaction with your experience here thus far.	5.25 / 1.32	5.34 / 1.33
All in all, if you had to do it over, would you enroll here again?	5.54 / 1.57	5.60 / 1.55

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95 Items Ranked by Order of Importance for CCRI Students

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Item	Import	CCRI Satis / SD	Gap	Cor Ju Impor
8. Classes are scheduled at times that are convenient for me.	6.40	5.17 / 1.64	1.23	6.41
18. The quality of instruction I receive in most of my classes is excellent.	6.30	5.45 / 1.31	0.85	6.41
15. I am able to register for classes I need with few conflicts.	6.25	5.09 / 1.61	1.16	6.31
69. There is a good variety of courses provided on this campus.	6.21	5.34 / 1.51	0.87	6.27
58. Nearly all of the faculty are knowledgeable in their fields.	6.19	5.45 / 1.32	0.74	6.28
87. Cost as factor in decision to enroll.	6.15			6.12
70. I am able to experience intellectual growth here.	6.13	5.40 / 1.38	0.73	6.25
31. The campus is safe and secure for all students.	6.12	5.26 / 1.34	0.86	6.23
80. The Campus Pipeline is a useful tool for students.	6.12	5.73 / 1.43	0.39	Ques
66. Program requirements are clear and reasonable.	6.11	5.22 / 1.43	0.89	6.20
24. Parking lots are well-lighted and secure.	6.10	4.70 / 1.74	1.40	6.09
61. Faculty are usually available after class and during office hours.	6.10	5.37 / 1.40	0.73	6.16
39. The amount of student parking space on campus is adequate.	6.09	3.94 / 1.97	2.15	6.15
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.07	5.23 / 1.46	0.84	6.10
5. The personnel involved in registration are helpful.	6.06	4.93 / 1.68	1.13	6.11
51. There are convenient ways of paying my school bill.	6.06	5.27 / 1.52	0.79	6.07
29. Faculty are fair and unbiased in their treatment of individual students.	6.05	5.18 / 1.44	0.87	6.20
52. This school does whatever it can to help me reach my educational goals.	6.02	4.81 / 1.52	1.21	6.15
65. Students are notified early in the term if they are doing poorly in a class.	6.02	4.68 / 1.67	1.34	6.13
71. Assistance in choosing a major is readily available.	6.02	4.80 / 1.63	1.22	Ques

41. Admissions staff are knowledgeable.	6.00	4.92 / 1.50	1.08	6.07
75. Academic policies are easily understood.	6.00	5.28 / 1.37	0.72	Ques
14. Library resources and services are adequate.	5.99	5.31 / 1.39	0.68	6.11
68. On the whole, the campus is well-maintained.	5.99	5.23 / 1.43	0.76	6.10
34. Computer labs are adequate and accessible.	5.98	5.32 / 1.44	0.66	6.13
60. Billing policies are reasonable.	5.98	5.12 / 1.47	0.86	5.97
7. Adequate financial aid is available for most students.	5.97	4.57 / 1.75	1.40	6.11
43. Class change (drop/add) policies are reasonable.	5.96	5.26 / 1.42	0.70	6.01
32. My academic advisor is knowledgeable about my program requirements.	5.95	4.61 / 1.77	1.34	6.22
46. Faculty provide timely feedback about student progress in a course.	5.95	5.10 / 1.43	0.85	6.09
16. The college shows concern for students as individuals.	5.94	4.70 / 1.54	1.24	6.07
78. There are enough personnel available to meet student-advising needs.	5.93	4.57 / 1.62	1.36	Ques
6. My academic advisor is approachable.	5.92	4.64 / 1.77	1.28	6.16
23. Faculty are understanding of students' unique life circumstances.	5.92	4.94 / 1.51	0.98	6.05
76. Financial aid policies and procedures are clearly understood.	5.92	4.70 / 1.63	1.22	Ques
28. It is an enjoyable experience to be a student on this campus.	5.90	5.15 / 1.43	0.75	6.03
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	5.90	4.51 / 1.73	1.39	6.07
42. The equipment in the lab facilities is kept up to date.	5.90	5.07 / 1.43	0.83	6.10
63. I seldom get the "run-around" when seeking information on this campus.	5.90	4.73 / 1.63	1.17	6.02
36. Students are made to feel welcome on this campus.	5.89	5.21 / 1.36	0.68	6.07
47. There are adequate services to help me decide upon a career.	5.87	4.81 / 1.50	1.06	5.98
37. Faculty take into consideration student differences as they teach a course.	5.85	4.98 / 1.43	0.87	6.02
56. The business office is open during hours which are convenient for most students.	5.85	4.98 / 1.45	0.87	5.98
62. Bookstore staff are helpful.	5.85	5.32 / 1.44	0.53	5.94
25. My academic advisor is concerned about my success as an individual.	5.84	4.37 / 1.75	1.47	6.05
27. The campus staff are caring and helpful.	5.84	5.04 / 1.35	0.80	5.96
		4.72 /		

48. Counseling staff care about students as individuals.	5.84	1.55	1.12	5.97
54. Faculty are interested in my academic problems.	5.82	4.80 / 1.50	1.02	5.96
64. Nearly all classes deal with practical experiences and applications.	5.82	5.08 / 1.37	0.74	6.02
73. The purpose of the reading, writing, and math Placement Tests was clearly explained to me.	5.82	4.76 / 1.72	1.06	Ques
45. This institution has a good reputation within the community.	5.81	5.24 / 1.40	0.57	5.97
53. The assessment and course placement procedures are reasonable.	5.81	4.80 / 1.54	1.01	5.92
21. There are a sufficient number of study areas on campus.	5.79	4.92 / 1.60	0.87	5.85
57. Administrators are approachable to students.	5.79	4.84 / 1.48	0.95	5.91
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.78	4.34 / 1.70	1.44	5.93
12. My academic advisor helps me set goals to work toward.	5.77	4.39 / 1.78	1.38	5.92
49. Admissions counselors respond to prospective students' unique needs and requests.	5.77	4.65 / 1.50	1.12	5.87
55. Academic support services adequately meet the needs of students.	5.76	4.82 / 1.42	0.94	5.87
2. Faculty care about me as an individual.	5.75	5.08 / 1.46	0.67	5.91
9. Internships or practical experiences are provided in my degree/certificate program.	5.75	4.85 / 1.49	0.90	5.84
67. Channels for expressing student complaints are readily available.	5.74	4.52 / 1.53	1.22	5.86
11. Security staff respond quickly in emergencies.	5.73	4.70 / 1.35	1.03	5.82
20. Financial aid counselors are helpful.	5.73	4.50 / 1.66	1.23	5.95
26. Library staff are helpful and approachable.	5.73	5.14 / 1.40	0.59	5.88
50. Tutoring services are readily available.	5.67	4.89 / 1.46	0.78	5.88
22. People on this campus respect and are supportive of each other.	5.66	4.98 / 1.39	0.68	5.82
59. New student orientation services help students adjust to college.	5.64	4.88 / 1.45	0.76	5.72
74. The college smoking policy is fair.	5.60	5.37 / 1.57	0.23	Ques
30. The career services office provides students with the help they need to get a job.	5.58	4.61 / 1.33	0.97	5.79
3. The quality of instruction in the vocational/technical programs is excellent.	5.54	5.03 / 1.32	0.51	6.02
72. The quality of the New Student Orientation program for new students is excellent.	5.52	4.73 / 1.49	0.79	Ques
77. There are sufficient on-line, television and other distance learning courses.	5.49	4.88 / 1.49	0.61	Ques

89. Academic reputation as factor in decision to enroll.	5.48			5.69
88. Financial aid as factor in decision to enroll.	5.44			5.62
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.41	4.62 / 1.42	0.79	5.65
38. The student center is a comfortable place for students to spend their leisure time.	5.40	4.72 / 1.46	0.68	5.54
79. There are sufficient opportunities to be involved in recreational, intramural and physical fitness programs.	5.36	4.60 / 1.52	0.76	Ques
4. Security staff are helpful.	5.30	4.69 / 1.53	0.61	5.42
44. I generally know what's happening on campus.	5.28	4.63 / 1.46	0.65	5.43
93. Geographic setting as factor in decision to enroll.	5.25			5.35
1. Most students feel a sense of belonging here.	5.05	4.96 / 1.39	0.09	5.35
95. Personalized attention prior to enrollment as factor in decision to enroll.	4.93			5.23
19. This campus provides effective support services for displaced homemakers.	4.87	4.46 / 1.25	0.41	4.96
90. Size of institution as factor in decision to enroll.	4.82			5.09
94. Campus appearance as factor in decision to enroll.	4.77			5.10
10. Child care facilities are available on campus.	4.56	4.64 / 1.41	-0.08	4.55
92. Recommendations from family/friends as factor in decision to enroll.	4.54			4.72
17. Personnel in the Veterans' Services program are helpful.	4.36	4.24 / 1.19	0.12	4.53
91. Opportunity to play sports as factor in decision to enroll.	3.52			3.40

81. Institution's commitment to part-time students?	5.41 / 1.40
82. Institution's commitment to evening students?	5.39 / 1.41
83. Institution's commitment to older, returning learners?	5.36 / 1.37
84. Institution's commitment to under-represented populations?	5.16 / 1.35
85. Institution's commitment to commuters?	5.21 / 1.45
86. Institution's commitment to students with disabilities?	5.23 / 1.40

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